

Logan, Josephine
1947

Rate of learning To read words of
high and low grade levels...



BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY

The Gift of Josephine Logan

Thesis
Logan, J.
1947

Thesis
Logan, J.
1947

stored

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

RATE OF LEARNING TO READ WORDS OF HIGH AND LOW
GRADE LEVELS ON SELECTED VOCABULARY LISTS

Submitted by

Josephine Logan

(B.S., Kansas State Teachers College, 1936)

In partial fulfillment of the requirements
for the degree of Master of Education

1947

First reader: Dr. Donald D. Durrell, Professor of Education

Second reader: Dr. Helen A. Murphy, Assistant Professor of
Education

Third reader: Dr. Helen B. Sullivan, Professor of Education

Gift of J. Logan
School of Education
May 13, 1947
28104

CONTENTS

CHAPTER	Acknowledgments	PAGE
I.	STATEMENT OF THE PROBLEM--RESEARCH INVESTIGATIONS.....	1
	Thanks are due to Dr. Donald D. Durrell for his suggestions and advice in planning and developing this thesis.	
	Thanks are extended to Raymond F. Cook and Miss Eleanor Hayes for their generous help and many considerations.	
	Appreciation is expressed to the intermediate grade teachers of Payson Park and Daniel Butler schools for their work in developing the experimental part of this thesis.	
II.	ANALYSIS OF THE 120 WORDS.....	20
III.	SUMMARY AND CONCLUSIONS.....	27
	Conclusions.....	27
	Suggestions for Further Research.....	30
	BIBLIOGRAPHY.....	39
	APPENDIX.....	41
	General Outline for Teaching Procedures	
	Vocabulary Definitions for Each Grade	
	Sentences Illustrating Definitions for Each Grade	
	Fourth-Grade Test	
	Fifth-Grade Test	
	Sixth-Grade Test	

Acknowledgments

Thanks are due to Dr. Donald D. Durrell for his suggestions and advice in planning and developing this thesis. Thanks are extended to Raymond L. Cook and Miss Eleanor Hayes for their generous help and many considerations. Appreciation is expressed to the intermediate grade teachers of Payson Park and Daniel Butler schools for their work in developing the experimental part of this thesis.

CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM--RESEARCH INVESTI- GATIONS.....	1
II. PLAN AND PROCEDURE OF THE STUDY.....	10
Test Construction.....	14
Population.....	18
III. ANALYSIS OF DATA.....	20
Percent Comparison of Selected Easy and Difficult Words Known on the Pretest from Grades IV, V and VI.....	25
Item Analysis of the 120 Words.....	30
IV. SUMMARY AND CONCLUSIONS.....	37
Conclusions.....	37
Suggestions for Further Research.....	38
BIBLIOGRAPHY.....	39
APPENDIX.....	41
General Outline for Teaching Procedures	
Vocabulary Definitions for Each Grade	
Sentences Illustrating Definitions for Each Grade	
Fourth-Grade Test	
Fifth-Grade Test	
Sixth-Grade Test	

LIST OF TABLES

PAGE	TABLE
19	I. Mean Mental Ages.....
20	II. Amount of Growth in Word Recognition of Diffi- cult Words in Grade IV.....
21	III. Amount of Growth in Word Recognition of Easy Words in Grade IV.....
21	IV. Comparison of Gain in Learning Easy and Diffi- cult Words in Grade IV.....
22	V. Amount of Growth in Word Recognition of Diffi- cult Words in Grade V.....
22	VI. Amount of Growth in Word Recognition of Easy Words in Grade V.....
23	VII. Comparison of Gain in Learning Easy and Diffi- cult Words in Grade V.....
23	VIII. Amount of Growth in Word Recognition of Diffi- cult Words in Grade VI.....
24	IX. Amount of Growth in Word Recognition of Easy Words in Grade VI.....
24	X. Comparison of Gain in Learning Easy and Diffi- cult Words in Grade VI.....
27	XI. Percent Comparison of 31 Matched Pairs of Words.
28	XII. Total Scores on Pretest and Final Test for Easy and Difficult Words.....
28	XIII. Comparison of Gain in Learning 31 Easy Words in Grades IV, V and VI.....
29	XIV. Comparison of Gain in Learning 31 Difficult Words in Grades IV, V and VI.....
29	XV. Comparison of Gain in Learning 31 Difficult and Easy Words in Grades IV, V and VI.....

TABLE

PAGE

XVI. Item Analysis for Easy Words in Grade IV.....	31
XVII. Item Analysis for Difficult Words in Grade IV...	32
XVIII. Item Analysis for Easy Words in Grade V.....	33
XIX. Item Analysis for Difficult Words in Grade V....	34
XX. Item Analysis for Easy Words in Grade VI.....	35
XXI. Item Analysis for Difficult Words in Grade VI...	36

Some are rated as to their frequency of use whether written or spoken, some are given grade ratings, while still others are selected from supplementary readers and texts used throughout our school system.

The words for this vocabulary study were selected at the intermediate grade level from reading vocabulary lists. A word was classified as difficult or easy according to its frequency rating or grade placement on lists derived from children's writing vocabularies.

Therefore this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words at the intermediate grade level.

The following research is submitted pertaining to the preceding questions. Three phases of research developed as the investigation progressed. These three phases are:

1. The need for such a study.
2. Suggestions and recommendations in relation to methods for teaching and testing in this experiment.

XVI.	Item Analysis for Easy Words in Grade IV.....	31
XVII.	Item Analysis for Difficult Words in Grade IV...	32
XVIII.	Item Analysis for Easy Words in Grade V.....	33
XIX.	Item Analysis for Difficult Words in Grade V....	34
XX.	Item Analysis for Easy Words in Grade VI.....	35
XXI.	Item Analysis for Difficult Words in Grade VI...	36

Digitized by the Internet Archive
in 2016 with funding from
Boston Library Consortium Member Libraries

CHAPTER I

STATEMENT OF THE PROBLEM----RESEARCH INVESTIGATIONS

In our current vocabulary lists we find various ways of rating words as to their frequency of use and their grade placement. Varied ways have been devised for classifying words. Some are rated as to their frequency of use whether written or spoken, some are given grade ratings, while still others are selected from supplementary readers and texts used throughout our school systems.

The words for this vocabulary study were selected at the intermediate grade level from reading vocabulary lists. A word was classified as difficult or easy according to its frequency rating or grade placement on lists derived from children's writing vocabularies.

Therefore this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words at the intermediate grade level.

The following research is submitted pertaining to the preceding questions. Three phases of research developed as the investigation progressed. These three phases are:

1. The need for such a study.
2. Suggestions and recommendations in relation to methods for teaching and testing in this experiment.

CHAPTER I

STATEMENT OF THE PROBLEM-----RESEARCH INVESTIGATIONS

In our current vocabulary lists we find various ways of rating words as to their frequency of use and their grade placement. Varied ways have been devised for classifying words. Some are rated as to their frequency of use whether written or spoken, some are given grade ratings, while still others are selected from supplementary readers and texts used throughout our school systems.

The words for this vocabulary study were selected at the intermediate grade level from reading vocabulary lists. A word was classified as difficult or easy according to its frequency rating or grade placement on lists derived from children's writing vocabularies.

Therefore this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words at the intermediate grade level.

The following research is submitted pertaining to the preceding questions. Three phases of research developed as the investigation progressed. These three phases are:

1. The need for such a study.
2. Suggestions and recommendations in relation to methods for teaching and testing in this experiment.

3. The various tests and the principles involved in the adequate measuring of vocabularies.

McKee¹ says, "In order that the child may read with meaning, most of the words included should fall within his reading vocabulary. The inclusion of too many unknown or difficult words blocks comprehension and retards interest in reading."

Many of the readers in the intermediate grades, whether basic or supplementary, are written with little if any regard to the complexity of words. The words in the readers fall within certain limits of certain word lists. Further restrictions for the words in these readers have not been set.

Seegers² states, "All types of vocabulary lists are useful, but it is important to note that they do not tell us what words children should use."

Nunn³ says, "We do not need to introduce more words into the vocabularies to be taught, but we need to refine that which is already there."

Studies have been made attempting to show ways of

¹Paul McKee, "Word Lists and Vocabulary Difficulty in Reading Matter," Elementary English Review (November, 1937), 14:241-245.

²J. Conrad Seegers, Teaching Language in the Elementary School, Forty-Third Yearbook, National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1943, pp. 149-153.

³Carolyn Nunn, "Vocabulary Selection," Education (January, 1934), 54:271-4.

3. The various tests and the principles involved in the adequate measuring of vocabularies.

McKee¹ says, "In order that the child may read with meaning, most of the words included should fall within his reading vocabulary. The inclusion of too many unknown or difficult words blocks comprehension and retards interest in reading." Many of the readers in the intermediate grades, whether basic or supplementary, are written with little if any regard to the complexity of words. The words in the readers fall within certain limits of certain word lists. Further restrictions for the words in these readers have not been set.

Seeger² states, "All types of vocabulary lists are useful, but it is important to note that they do not tell us what words children should use."

Nunn³ says, "We do not need to introduce more words into the vocabularies to be taught, but we need to refine that which is already there."

Studies have been made attempting to show ways of

¹Paul McKee, "Word Lists and Vocabulary Difficulty in Reading Matter," Elementary English Review (November, 1937), 14:241-245.

²J. Conrad Seeger, Teaching Language in the Elementary School, Forty-Third Yearbook, National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1943, pp. 149-153.

³Carolyn Nunn, "Vocabulary Selection," Education (January, 1934), 54:271-4.

selecting difficult words. One such study was by Dolch,¹ in which 70 words were given to forty sixth-grade children with instructions that they were to circle all words they knew. Those left unmarked were taken to be the ones of whose meanings they were not sure. The children were given a test over these words, and the ones they said they did not know were found to be unknown for the most part.

Babson² says,

Whether pupils are interpreting the printed page or giving expression to their own thoughts, words are the "blocks with which they build." There are more than 300,000 English words, a far greater number than in any other language. Pupils should be trained to find the best words for a specific use.

Generally speaking, children are not taught the desirability of making certain valuations in word definitions. A word is usually associated with context meaning or with the child's own experiences.

Lloy,³ says,

No two words in any language mean exactly the same thing, have exactly the same connotations, convey exactly the same idea. If they did one of them would be abandoned. If both survive, then each has its separate duty to perform. To be precise in the use of words, the student must distinguish carefully between words very closely related in meaning.

¹E. W. Dolch, "Testing Word Difficulty," Journal of Education Research (September, 1932), 26:22-7.

²E. B. Babson, "Increasing Children's Vocabulary," Journal of Education (January 7, 1929), 109:34-35.

³Edwin Smith Lloy, Making Words Work for You, Blue Ribbon Books, Inc., New York, 1936, p. 12.

selecting difficult words. One such study was by Dolch,¹ in which 70 words were given to forty sixth-grade children with instructions that they were to circle all words they knew. Those left unmarked were taken to be the ones of whose meanings they were not sure. The children were given a test over these words, and the ones they said they did not know were found to be unknown for the most part.

Batson² says,

Whether pupils are interpreting the printed page or giving expression to their own thoughts, words are the "blocks with which they build." There are more than 300,000 English words, a far greater number than in any other language. Pupils should be trained to find the best words for a specific use.

Generally speaking, children are not taught the desirability of making certain valuations in word definitions. A word is usually associated with context meaning or with the child's own experiences.

Ljoy,³ says,

No two words in any language mean exactly the same thing, have exactly the same connotations, convey exactly the same idea. If they did one of them would be abandoned. If both survive, then each has its separate duty to perform. To be precise in the use of words, the student must distinguish carefully between words very closely related in meaning.

¹ E. W. Dolch, "Testing Word Difficulty," Journal of Education Research (September, 1932), 26:22-7.

² L. B. Batson, "Increasing Children's Vocabulary," Journal of Education (January 7, 1929), 109:34-35.

³ Edwin Smith Ljoy, Making Words Work for You, Blue Ribbon Books, Inc., New York, 1936, p. 12.

Durrell and Sullivan¹ report,

All educational writers agree that it is desirable to construct reading materials on a vocabulary that is in the main known to children. The word known, however, needs interpretation. Many words have the same printed form or, as it is usually expressed, a word has many meanings, and it is essential to know which of these meanings is suitable for each grade level. None of the word lists at the present time take this factor into account.

The Thorndike Word List² is the most extensive and most widely used word list in reading. However, this list is primarily a count on adult vocabulary. To use this list for determining the difficulty of words found in readers of the intermediate grades would result in a classification with the Thorndike thousands. Thorndike does not give grade rating to any word or make an assertion regarding the difficulty of a word in relation to the intermediate grades.

Buckingham and Dolch³ made a tabulation of words selected from the second grade through the eighth grade. The words were obtained from a written free-association test given to children from these grades.

¹Donald D. Durrell and Helen Blair Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review (April-May, 1938), 15:138-148.

²E. L. Thorndike, A Teacher's Word Book, Revised, Teachers College, Columbia University, New York, 1932.

³B. R. Buckingham and E. W. Dolch, A Combined Word List, Ginn and Company, Boston, 1936.

All educational writers agree that it is desirable to construct reading materials on a vocabulary basis in the main known to children. The word known, however, needs interpretation. Many words have the same printed form, as it is usually expressed, but have many meanings, and it is essential to know which of these meanings is suitable for each grade level. Some of the word lists at the present time take this factor into account.

The Thorndike Word List² is the most extensive and most

widely used word list in reading. However, this list is primarily a count on adult vocabulary. To use this list for determining the difficulty of words found in readers of the intermediate grades would result in a classification with the Thorndike list. Thorndike does not give grade rating to any word or make an assertion regarding the difficulty of a word in relation to the intermediate grades.

Buckingham and Dolch³ made a tabulation of words selected from the second grade through the eighth grade. The words were obtained from a written free-association test given to children from these grades.

¹ Donald B. Murrell and Helen Blair Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review (April-May, 1933), 13:138-143.

² L. L. Thorndike, A Teacher's Word Book, Revised, Teachers College, Columbia University, New York, 1933.

³ G. F. Buckingham and E. W. Dolch, A Combined Word List, Ginn and Company, Boston, 1930.

The International Kindergarten Union Vocabulary¹ is a compilation of the speaking vocabularies of pre-school children. No such vocabulary exists for the intermediate grades.

Durrell and Sullivan² remark that, "The number of words to be met by the child in any of the intermediate grades is apparently almost limitless, while his power of learning words is definitely limited to a small fraction of this total."

The Durrell-Sullivan³ reading vocabularies for grades four, five, and six were derived from word counts of books commonly used in the intermediate grades. "Seventeen books were selected from grade four, twenty from grade five, and nineteen from grade six. While the basal readers predominated, social-studies books were included because present curriculum tendencies of the social-studies work provide a large part of the reading program."

A great deal has been said about the teaching of words in relation to the methods used and the procedures followed. If there exist words that may be classified as easy and difficult, the question arises as to the procedure in teaching these words.

¹Madeline Horn, A Study of the Vocabulary of Children Before Entering First Grade, International Kindergarten Union, Washington, D. C., 1928.

²Donald D. Durrell and Helen Blair Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review, (May, 1938), 15:115-198.

³Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Company, Yonkers-on-the-Hudson, New York, 1940, p. 355.

The International Kindergarten Union Vocabulary¹ is a

compilation of the vocabulary of pre-school children. No such vocabulary exists for the intermediate grades.

Durwell and Sullivan² remark that, "The number of words

to be met by the child in any of the intermediate grades is apparently almost infinite, while his power of learning words is definitely limited to a small fraction of this total."

The Durwell-Sullivan³ reading vocabularies for grades four, five, and six were derived from word counts of books commonly used in the intermediate grades. "Seventeen books were selected from grade four, twenty from grade five, and nineteen from grade six. While the basal readers predominated, social-studies books were included because present curriculum standards of the social-studies work provide a large part of the reading program."

A great deal has been said about the teaching of words in relation to the methods used and the procedures followed. It seems evident that words may be classified as easy and difficult, the question arises as to the procedure in teaching these words.

¹ Madeline Horn, A Study of the Vocabulary of Children Before Entering Third Grade, International Kindergarten Union, Washington, D. C., 1928.

² Donald E. Durwell and Helen Blair Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review, (May, 1933), 15:112-118.

³ Donald E. Durwell, Improvement of Basic Reading Abilities World Book Company, Yorkville-on-the-Hudson, New York, 1930, p. 100.

Should a word with a higher-grade rating be given the same treatment in methods and presentation as a word with lower-grade rating? Should a word that falls within a greater frequency use, regardless of the origin of the list, be treated with the same teaching procedure as one falling within a lower frequency list.

Baker¹ says,

In teaching children to read, the teacher must recognize the need for developing versatility in the use of common words. In the field of semantics, the metaphor is an example of versatility. It is this multiple meaning of words that aids comprehension and enriches reading activities. Definite attention must be given to the multiple meaning of the common words.

Riemer² reports,

Words, as is well known, have literature meanings, so to speak, as well as dictionary meanings, the one often quite different from the other. Words have one meaning, it may be said, when used in prose, another richer, somewhat more suggestive meaning, when used in poetry. There are so-called exact or real meanings, to words, and meanings which are associated or connected with them due to usage, age, or context. Such meaning the dictionary rarely gives.

Seegers³ reports,

When it seems economical do not hesitate to teach

¹Norma Baker, "Confusion in Word Recognition," Elementary School Journal (June, 1945), 45:575-577.

²G. C. L. Riemer, "Power Over Words," The Elementary English Review (May, 1934), 11:123.

³J. Conrad Seegers, op. cit., p. 152.

Should a word with a higher-grade rating be given the same treatment in method and presentation as a word with lower-grade rating? Should a word that falls within a greater frequency range, regardless of the grade of the list, be treated with the same teaching procedure as one falling within a lower frequency list?

Robert L. Taylor

In teaching children to read, the teacher must recognize the need for developing versatility in the use of common words. In the field of semantics, the teacher is an example of versatility. It is this multifaceted meaning of words that aids in comprehension and enriches reading activities. Definite attention must be given to the child's meaning of the common words.

Elmer E. Rogers

Words, as is well known, have different meanings, as to speech, as well as different meanings, and one often finds different from the other. Words have one meaning, it may be said, when used in prose, another when used in poetry. There are so-called exact or real meanings, and meanings which are associated or connected with them due to usage, style, or context. Such meanings the dictionary rarely gives.

Seeger's Reports

When it seems economical to not hesitate to teach

James Baker, "Connotation in Word Recognition," Elementary School Journal (June, 1943), 43:578-579.

S. C. E. Elmer, "Power Over Words," The Elementary English Review (May, 1934), 10:182.

J. Conrad Seeger, op. cit., p. 182.

7.
words directly. Frequently they can be taught best in phrases, sentences, or paragraphs, but at times they should be taught separately.

Babson¹ comments,

In order to gather facts from the printed page, a pupil's knowledge of words must be twofold. He must know their meanings individually and their relations to other words. Before a word is of much value to a person, it must represent to him a clearly established idea.

Cunningham² says,

Since children of the intermediate grade age level have a natural tendency to try to use new words in conversation whether they understand the meanings or not, it behooves the teacher to capitalize this interest toward the realization of objectives concerned with vocabulary expansion. The writer believes that more scholastic failures among high school and college students may be credited to meagerness of vocabulary than to low mental ability, and that these failures could have been prevented had the teacher of intermediate grades used teaching procedures that placed due emphasis upon words in their relation to content material.

Various tests are found on the market for vocabulary testing. A great many ways and methods have been used in measuring vocabularies.

Garrison³ made an attempt to find the relationship existing between different vocabulary abilities. The first test was designed to test a student's ability in choosing words that

¹E. B. Babson, op. cit., p. 35.

²R. A. Cunningham, "Vocabulary Growth in Intermediate Grades," Elementary English Review (May, 1934), 11:130-132.

³K. C. Garrison, "The Relationship Between Three Different Vocabulary Abilities," Journal of Educational Research (January, 1930), 21:43-44.

words directly. Presumably they can be learned best in phrases, sentences, or paragraphs, but at times they should be taught separately.

1. Babson comments.

In order to gather facts from the printed page, a pupil's knowledge of words must be twofold. He must know their meanings individually and their relations to other words. Before a word is of much value to a person, it must represent to him a clearly established idea.

2. Cunningham says.

Since children of the intermediate grade age level have a natural tendency to try to use new words in conversation whether they understand the meanings or not, it behooves the teacher to capitalize this interest toward the realization of objectives concerned with vocabulary expansion. The writer believes that no educational failures among high school and college students may be attributed to ignorance of vocabulary than to low mental ability, and that these failures could have been prevented had the teacher of intermediate grades used teaching procedures that placed the emphasis upon words in their relation to content material.

Various tests are found on the market for vocabulary

testing. A great many ways and methods have been used in measuring vocabularies.

3. Garrison made an attempt to find the relationship existing between different vocabulary abilities. The first test was designed to test a student's ability in choosing words that

1. E. H. Babson, op. cit., p. 25.

2. E. H. Cunningham, "Vocabulary Growth in Intermediate Grades," Elementary English Review (May, 1934), 31:130-132.

3. E. C. Garrison, "The Relationship Between Three Different Vocabulary Abilities," Journal of Educational Research (January, 1930), 21:22-24.

8.
rhymed. The second vocabulary test was one of word building. The next test was a simple sentence vocabulary test similar in nature to the Holley Sentence Vocabulary Scale.

R. A. Cunningham¹ used tests that included practice in matching words with synonymous words or phrases, recognizing antonyms, selecting from a given list the missing word belonging in blanks in a paragraph, making comparisons and choosing the words from a group that have nearly the same meaning as the particular word, selecting from a number of descriptive words the correct word for a situation described in a paragraph, building new words by using prefixes and suffixes, classifying words or phrases according to characters or topics in the reading material, supplying correct words in order to complete statements, pairing words of related meanings, pronouncing and enunciating individual lists of difficult words, listing dialect expressions found in reading and supplying the more commonly accepted English expressions, doing reference reading to locate particular terms, and at all times trying to discover meanings from context.

Research revealed that our well known vocabulary lists of today are compiled according to grade levels, or to their frequency of use. However none of this research revealed a conclusion showing a comparison or suggesting the degree of

¹R. A. Cunningham, op. cit., p. 131.

difficulty of words. Therefore, this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words of high and low grade levels on a selected vocabulary test.

difficulty of words. Therefore, this study is an attempt to discover the effect of word meaning upon word recognition by showing the relative ease of learning words of high and low grade levels on a selected vocabulary test.

CHAPTER II

PLAN AND PROCEDURE OF THE STUDY

Since the problem was to find the difficulty of certain easy and difficult words in grades four, five, and six, an experimental procedure through teaching and testing was used. The experiment unfolded from three integrated units. These units were word selection, testing, and the teaching of forty words in each of the intermediate grades. Information and data related to the selection of the words, the four controlled teaching periods, the pretest, and the final test are given in this chapter. Each unit is discussed in the order named.

Word Selection:

Forty words each for grades four, five and six were selected from the Durrell-Sullivan¹ List to be used in the study, twenty for each grade were considered easy and twenty difficult. A word was easy if it had a grade placement on the Buckingham-Dolch² List of the grade in which it was to be used or in a lower grade. A word was considered difficult if it had a grade placement on this same list at least two grades above

¹D. D. Durrell and H. B. Sullivan, op.cit., p. 138-148.

²B. R. Buckingham and E. W. Dolch, op. cit., p. 185.

that in which it was to be used. All of the words were between the tenth and thirteenth thousand on the Thorndike Word List.

The complete list for each grade with the ratings follow:

4th Grade
Words Chosen For Vocabulary Study

Durrell-Sullivan Word List: (4th Grade)

Standards: Thorndike Thousands: 10-13

Buckingham-Dolch: List one: 4th grade or below

List two: 6th grade or above

Key Sheet

I. 4th grade or below

Durrell-Sullivan	TH	B-D
------------------	----	-----

II. 6th grade or above

Durrell-Sullivan	TH	B-D
------------------	----	-----

balcony	10	4	curate	11	--
faucet	10		dilute	11	8
dent	13	2	ferocious	11	7
baste	10	3	fidget	14	--
fender	12	4	froth	11	--
lens	10	3	glutton	12	8
lice	11	2	gnash	10	--
monitor	12	3	homespun	10	8
nasty	10	3	hysterics	11	8
racket	12	4	impure	11	8
rut	13	2	jog	10	--
tab	13	2	kiln	13	--
trash	11	2	kimono	12	6
trumpeter	12	4	puppet	13	--
beacon	10	2	rinse	11	7
carnation	11		rummage	12	--
dike	12	2	spatter	10	--
doily	12		sulky	11	8
blizzard	11	4	wriggle	11	--
mackerel	11	4	boast	13	7

¹E. L. Thorndike, op. cit., p. 274.

5th Grade
Words Chosen for Vocabulary Study

Durrell-Sullivan Word List: (5th Grade)

Standards: Thorndike Thousands: 10-13

Buckingham-Dolch: List one: 6th grade or below

List two: 7th grade or above

Key Sheet

I. 6th grade or below

Durrell-Sullivan	TH	B-D
------------------	----	-----

II. 7th grade or above

Durrell-Sullivan	TH	B-D
------------------	----	-----

beacon	13	2
carnation	11	
dike	12	2
doily	12	
haycock	11	3
lilac	10	
nasturtium	13	
noose	11	3
porridge	10	
pottery	11	2
roast	11	2
snip	10	3
obtainable	10	5
panther	10	5
ravine	11	5
sexton	10	5
muskrat	12	5
perspiration	11	5
throttle	11	6
triangular	10	6

astride	13	--
bluster	10	--
bumper	10	7
char	13	--
container	12	--
wry	12	--
whir	11	--
viand	11	--
gourd	10	--
gruel	10	8
veranda	12	7
turmoil	11	--
hedgerow	11	--
jaundice	13	--
tether	10	--
rosin	12	7
paraffin	10	8
pester	11	8
prim	12	8
piteous	12	--

6th Grade
Words Chosen For Vocabulary Study

Durrell-Sullivan Word List: (6th grade)

Standards: Thorndike Thousands: 10-13

Buckingham-Dolch: List one: 6th grade or below

List two: 8th grade or above

Key Sheet

I. 6th grade or below

Durrell-
Sullivan

TH

B-D

II. 8th grade or above

Durrell-
Sullivan

TH

B-D

antics	10	6	accentuate	13	--
brigade	11	6	alacrity	12	--
capsize	13	6	barbecue	12	8
census	10	6	audacious	11	--
chore	13	5	bauble	10	--
corduroy	12	6	cockle	10	--
data	10	2	citadel	10	--
dormitory	12	4	gauntlet	10	8
dramatize	10	4	globule	12	8
knuckle	10	5	discordant	10	--
mackerel	11	4	exaltation	12	--
navigate	10	5	flange	12	--
pun	13	7	hexagon	11	8
quartet	13	4	gusty	10	--
sentry	12	5	kine	10	--
skein	10	5	ludicrous	10	8
squeal	13	3	niche	12	--
throttle	11	6	tension	12	8
wicker	13	5	verdant	11	--
yolk	10	3	windlass	10	--

Test Construction:

The words selected for each grade were used in constructing a vocabulary test for that grade. The test for each grade contained forty words. These forty words were divided into two categories, twenty easy words and twenty difficult words. The easy and difficult words were spaced irregularly throughout the test. Three factors were considered essential in building the tests. These were:

1. word form
2. phrase identification
3. reading level for each grade

The definitions were checked with the Thorndike Word List¹ and found to be adequately within each grade reading level to be tested. Most of the words in the phrase definitions fell within the first five thousand words of the Thorndike List².

The test took the form of a phrase definition to be identified by a choice of one word from a group of four words that were similar in form. The word in the test to be identified was considered easy if the word underlined identified the phrase. Considerable care was given in selecting the phrase definition. Standard dictionaries were used as a source for the phrases in the vocabulary tests. In some instances, several definitions for one word were given in the source

¹E. L. Thorndike, op. cit., p. 274.

²E. L. Thorndike, op. cit., p. 274.

material. The phrase chosen for identification was the one assumed most likely to be known by the child. In order to control the error of this assumption, the other given definitions were taught during the teaching unit of the experiment.

In building the test, it was considered desirable to place the phrase first. The four words following each definition involved exact word recognition. This element in vocabulary testing is considered by the author an added difficulty in testing. By exact word recognition is meant the identification of a word in both spelling and definition. Four words similar in form were given after each definition. Three of the four words were chosen for one or more of the following reasons:

1. Some of the words were considerably alike in form and pronunciation.

2. Although the words used in each test item were similar in form and pronunciation, the correct definitions for the words in the group varied greatly.

3. Words were chosen in groups of four. These four words had the same beginning letter as the key word.

4. In many instances, the words chosen for each group had the same number of syllables. In such cases, either the prefix, or the suffix, or the root word was the same as the key word.

5. The definition for the key word was in such sharp contrast to the definitions for the other words in the group that a certain element entered into the test which added to the testing quality. If a child knew the key word, a certain secure feeling was possible, since the other possible definitions in the group varied greatly from the correct choice to be made. Research revealed no such quality as having been used previously in building a vocabulary test. An example of a test item for grade four follows.

Directions: (the same directions for each grade)

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

1. a doll that moves by pulling strings:

puppet purple puncture puppy

The four teaching periods followed the pretest period. Explicit directions and teaching materials were given to each teacher in each grade for her group. The materials were the same for each grade level. The prime objective for each teaching period was to control each experimental group by having the pupils experience the same teaching method and the same teaching materials. A time of twelve minutes for each teaching period was set. In this way it was possible to give as nearly as possible the same opportunity for learning the words. The following procedure and material were used for

each grade in which this experiment was developed:

1. Ten words were selected for each teaching period--the first ten words for the first teaching period, and so on. The forty words of each test were taught in the grade in which they were used as a vocabulary test.

2. Each word was presented to the group with a flash-card. As the teacher held the flashcard before the group, she pronounced the word. After a five-second exposure, the flash-card was put to one side.

3. After each word had been flashed and pronounced, the various definitions for that word were given. The definitions were read from a list prepared for the teacher. Each grade was given the definitions prepared for that grade level.

4. None of the definitions that were taught duplicated the test definition in exact wording. In each group of definitions, one definition was starred. This was the definition found in the pretest and the final test. However, the wording and phrasing of the starred definition differed from the test definition. An example follows.

1. racket:

- * noisy talk or play
- a network bat used in tennis
- a broad wooden shoe used by men or horses in walking over snow

A complete copy may be found in the appendix

5. In order to stress this particular definition, a sentence was given to illustrate the starred definition. Prepared sentences for each grade were given to each teacher. Each child at each grade level was taught the same sentence for his grade. In constructing the sentences, an attempt was made to meet the interests and maturity at each grade level. An example follows.

A school of mackerel lives in cool water.

A complete list may be found in the appendix.

6. Each word was taught one time. A period of twelve minutes was the time limit placed on each teaching period. Two teaching periods each day, one in the morning and one in the afternoon, were conducted. A total of four teaching periods was necessary to teach the forty words. The final test followed the four teaching periods. This test was an exact duplicate of the pretest. Ten days elapsed between the two tests. No time limit was placed on either testing period. The principal objective was proper word recognition and phrase identification.

Population:

Two hundred thirty-one children in grades four, five and six in a town near Boston were used in the study. Results from the California Mental Maturity Tests¹ were obtained from

¹H. A. Edgerton and D. G. Paterson, "Table of Standard Errors and Probable Errors of Percentages for Varying Numbers of Cases," Journal of Applied Psychology (September, 1926), 10:378-391.

the school records. And explanation of the population range may be seen in Table I.

Table I
Mean Mental Ages¹

Grade	No. Cases	Mean	S.D.	Population				
				Above	Below	Average	Highest	Lowest
4	58	100.59	10.59			X	120	70
5	51	123.31	15.40	X			159	91
6	57	125.30	13.70	X			156	100

The population in Grade IV was average.

The population for Grades V and VI was above average.

The range was from 70 to 159.

The results of the tests were analyzed and are presented in the next chapter.

¹H. A. Edgerton and D. G. Paterson, op. cit., pp. 378-391.

the school records. And registration of the population range
was the basis for Table I.

Table I
Population range

Age	Sex	Population range	
		Below 100	Above 100
10	X	100-150	150-200
20	X	150-200	200-250
30	X	200-250	250-300
40	X	250-300	300-350
50	X	300-350	350-400
60	X	350-400	400-450
70	X	400-450	450-500
80	X	450-500	500-550
90	X	500-550	550-600
100	X	550-600	600-650

The population range is given in Table I.
The population for each age group is given in Table II.
The range was from 10 to 100.

The results of the tests were analyzed and are presented
in the next chapter.

CHAPTER III
ANALYSIS OF DATA

The data were analyzed to find,

1. The increase in word recognition in both easy and difficult words at each grade level, and,
2. The comparison in amount of gain in easy and difficult words at each grade level.

Table II

Amount of Growth in Word Recognition of Difficult
Words in Grade IV¹

77 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff
Pretest	43	.038	37	4.9	7.5
Final Test	80	.031			

In Grade IV, 43 percent of the difficult words were known on the pretest as compared to 80 percent on the final test, showing a difference of 37 percent.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

CHAPTER III ANALYSIS OF DATA

The data were analyzed as follows:

1. The increase in word recognition in each easy and difficult words at each grade level, and.
2. The comparison in amount of gain in easy and difficult words at each grade level.

Table II

Amount of growth in word recognition of Difficult Words in Grade IV

W. Grade	% of words known	P. E. Diff.	P. E. Diff.	Diff. / P. E. Diff.
Pretest	43	1.063	37	4.3
Final test	60	1.071		7.5

In Grade IV, 43 percent of the difficult words were known on the pretest as compared to 60 percent on the final test, showing a difference of 17 percent.

Table III

Amount of Growth in Word Recognition of Easy Words in Grade IV¹

77 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	P.E./P.E.Diff.
Pretest	63	.037	22	4.6	4.8
Final Test	85	.028			

In Grade IV, 63 percent of the easy words were shown on the pretest as compared to 80 percent on the final test, showing a difference of 22 percent.

Table IV

Comparison of Gain in Learning Easy and Difficult Words in Grade IV²

77 Cases	%Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E. Diff.
Easy	22	.032	15	4.8	3.1
Difficult	37	.037			

In Grade IV, there was a gain of 22 percent in easy words, as compared to a 37 percent gain in difficult words, showing a difference in gain of 15 percent. The difference is statistically significant.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

²Ibid., p. 289.

Table III

Amount of Growth in Word Recognition of Easy Words in Grade IV

Grade	% of Words	P.E. Diff.	P.E. Diff.	P.E. Diff.
Pretest	33	.037		
Final Test	52	.039	18	4.8

In Grade IV, 52 percent of the easy words were shown on the pretest as compared to 33 percent on the final test, showing a difference of 19 percent.

Table IV

Comparison of Gain in Learning Easy and Difficult Words in Grade IV

Grade	Gain	P.E. Diff.	P.E. Diff.	P.E. Diff.
Easy	18	.032		
Difficult	37	.037	19	4.8

In Grade IV, there was a gain of 18 percent in easy words, as compared to a 37 percent gain in difficult words, showing a difference in gain of 19 percent. The difference is statistically significant.

J. A. Edgarson and D. G. Peterson, op. cit., p. 290.

Table IV, 2389.

Table V

Amount of Growth in Word Recognition of Difficult Words
in Grade V¹

59 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	60	.043	20	5.6	3.5
Final Test	80	.036			

In Grade V, 60 percent of the difficult words were known on the pretest as compared to 80 percent on the final test, showing a difference of 20 percent.

Table VI

Amount of Growth in Word Recognition of Easy Words
in Grade V²

59 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	70	.040	18	4.9	3.6
Final Test	88	.029			

In Grade V, 70 percent of the easy words were known on the pretest as compared to 88 percent on the final test, showing a difference of 18 percent.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

²Ibid., p. 277

Table V

Amount of Growth in Word Recognition of Difficult Words
in Grade V

32 Cases	% of Words Known	P.E.A.	Diff.	P.E.A./Diff.	Diff./P.E.A.
Pretest	50	.045	20	2.5	3.5
Final Test	80	.035			

In Grade V, 50 percent of the difficult words were known on the pretest as compared to 80 percent on the final test, showing a difference of 30 percent.

Table VI

Amount of Growth in Word Recognition of Easy Words
in Grade V

32 Cases	% of Words Known	P.E.A.	Diff.	P.E.A./Diff.	Diff./P.E.A.
Pretest	70	.040	18	4.5	2.5
Final Test	88	.032			

In Grade V, 70 percent of the easy words were known on the pretest as compared to 88 percent on the final test, showing a difference of 18 percent.

Table VII

Comparison of Gain in Learning Easy and Difficult Words
in Grade V¹

59 Cases	% Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Easy	18	.034	2	4.9	.04
Difficult	20	.036			

In Grade V, there was a gain of 18 percent in easy words, as compared to a 20 percent gain in difficult words, showing a difference of 2 percent. The difference is not statistically significant, since the difference divided by its probable error is .04.

Table VIII

Amount of Growth in Word Recognition of Difficult
Words in Grade VI²

77 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	36	.037	36	5.0	7.2
Final Test	72	.035			

In Grade VI, 36 percent of the difficult words were known on the pretest as compared to 72 percent on the final test, showing a difference of 36 percent.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 276.

²Ibid., p. 279.

Table VII

Comparison of Gain in Learning Easy and Difficult Words
in Grade VI

Case	% Gain	F.E.%	Diff.	F.E./Diff.	Diff./F.E.Diff.
Easy	18	.034	2		.04
Difficult	20	.036			

In Grade V, there was a gain of 18 percent in easy words, as compared to a 20 percent gain in difficult words, showing a difference of 2 percent. The difference is not statistically significant, since the difference divided by its probable error is .04.

Table VIII

Amount of Growth in Word Recognition of Difficult
Words in Grade VI

Case	% of Words Known	F.E.%	Diff.	F.E./Diff.	Diff./F.E.Diff.
Pretest	38	.037	38		7.8
Final Test	72	.035			

In Grade VI, 38 percent of the difficult words were known on the pretest as compared to 72 percent on the final test, showing a difference of 34 percent.

J. A. Edgerton and D. G. Peterson, *op. cit.*, p. 275.

Table VIII, p. 275.

Table IX

Amount of Growth in Word Recognition of Easy Words in Grade VI¹

77 Cases	% of Words Known	P.E.%	Diff.	P.E.Diff.	Diff./P.E.Diff.
Pretest	64	.037	23	4.5	5.1
Final Test	87	.026			

In Grade VI, 64 percent of the easy words were known on the pretest as compared to 87 percent on the final test, showing a difference of 23 percent.

Table X

Comparison of Gain in Learning Easy and Difficult Words in Grade VI²

77 Cases	% Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Easy	23	.032	13	4.8	2.7
Difficult	36	.037			

In Grade VI, there was a gain of 23 percent in easy words, as compared to a 36 percent gain in difficult words, showing a difference in gain of 13 percent. The difference is not statistically significant, since the difference divided by its probable error is 2.7.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 272.

²Ibid., p. 274

Table IX

Amount of growth in word recognition of easy words in Grade VI

W Cases	% of words known	I.E.S. Diff.	F.E.S. Diff.	Diff. F.E.S. Diff.
Pretest	64	.087		
Final Test	87	.086		
			23	4.4
				8.1

In Grade VI, 83 percent of the easy words were known on the pretest as compared to 87 percent on the final test, showing a difference of 4 percent.

Table X

Comparison of Gain in Learning Easy and Difficult Words in Grade VI

W Cases	% Gain	I.E.S. Diff.	F.E.S. Diff.	Diff. F.E.S. Diff.
Easy	22	.092		
Difficult	28	.087		
			18	4.8
				2.7

In Grade VI, there was a gain of 83 percent in easy words as compared to a 22 percent gain in difficult words, showing a difference in gain of 61 percent. The difference is not statistically significant, since the difference divided by its probable error is 2.7.

J. A. Edmonson and J. S. Edmonson, *op. cit.*, p. 272.

Table X, p. 272

Percent Comparison of Selected Easy and Difficult Words
Known on the Pretest from Grades IV, V and VI

The percentages of words known for the easy words was higher on the pretest than that for the difficult words. This shows that the beginning percentage for showing gain on the easy words was higher than the beginning percentage to show gain for the difficult words. Thus it could be assumed that for the easy words, the learning level of the population was nearly reached on the pretest. For the difficult words, the known words percentages was relatively lower, which gave the population a greater range in which to gain before the learning level was reached.

Consequently there was not as wide a range for gain in the easy words as in the difficult words. In any learning situation, as the scores approach the extremely high levels, the opportunity for attaining higher score level decreases. The easy words approached the high score level on the pretest. The difficult words had not approached the high score level on the pretest and therefore had a wider area for gain. When the results of the final test scores are considered in relation to these facts, the rate of learning for these words whether easy or difficult seemingly have the same learning rate.

Since the purpose of this study was to discover if there

Percent Comparison of Selected Easy and Difficult Words Known on the Pretest from Grades IV, V and VI

The percentages of words known for the easy words was higher on the pretest than for the difficult words. This shows that the beginning percentages for showing gain on the easy words was higher than the beginning percentage to show gain for the difficult words. Thus it could be assumed that for the easy words, the learning level of the population was nearly reached on the pretest. For the difficult words, the known words percentages was relatively lower, which gave the population a greater range in which to gain before the learning level was reached.

Consequently there was not as wide a range for gain in the easy words as in the difficult words. In any learning situation, as the scores approach the extremely high levels, the opportunities for attaining higher score level decreases. The easy words approached the high score level on the pretest. The difficult words had not approached the high score level on the pretest and therefore had a wider area for gain. When the results of the final test scores are considered in relation to these facts, the rate of learning for these words whether easy or difficult seemingly have the same learning rate.

Since the purpose of this study was to discover if there

is a difference in the number of words learned of two selected groups of words, a comparison of words by means of matched pairs was established. Thirty-one words from the easy words were matched to thirty-one of the difficult words. These thirty-one pairs of words were selected from the combined lists of Grades IV, V and VI. In matching the words, pairs were always selected from the same grade list; that is, an easy word in Grade IV was matched to a difficult word in Grade IV. The basis for the selection of the easy and difficult words for these pairs was the percentage of known words on the pretest. Easy and difficult words were paired as nearly as possible to equal the percentages of words known on the pretest. In matching these words there was no greater difference than six percent, and some words had equal known percentages. To have established a table which would have totaled perfectly matched pairs, the cumulative frequency of the differences should have equaled zero. For the thirty-one pairs selected the cumulative frequency of the differences of known percentages equaled plus 3 percent. The following explanation is given:

is a difference in the number of words learned of two selected groups of words, a comparison of words of words of matched pairs was established. Thirty-one words from the easy words were matched to thirty-one of the difficult words. These thirty-one pairs of words were selected from the combined lists of Grades IV, V and VI. In matching the words, pairs were always selected from the same grade list; that is, an easy word in Grade IV was matched to a difficult word in Grade IV. The basis for the selection of the easy and difficult words for these pairs was the percentage of known words on the pretest. Easy and difficult words were paired as nearly as possible to equal the percentages of words known on the pretest. In matching these words there was no greater difference than six percent, and some words had equal known percentages. To have established a table which would have totaled perfectly matched pairs, the cumulative frequency of the differences should have equalled zero. For the thirty-one pairs selected the cumulative frequency of the differences of known percentages equalled plus 3 percent. The following explanation is given:

Table XI

Percent Comparison of 31 Matched Pairs of Words

Easy Words		Difficult Words	
Pretest	Final Test	Pretest	Final Test
85	98	87	94
65	82	64	83
71	90	71	95
46	89	42	69
69	86	71	92
48	71	51	78
32	86	34	82
34	64	35	78
39	71	36	62
29	77	25	74
55	80	58	88
56	86	55	80
85	87	83	95
72	97	73	86
20	81	22	59
79	97	73	95
49	86	52	88
86	88	86	95
93	98	98	100
86	92	86	92
51	79	49	76
51	68	51	85
41	59	41	66
38	53	34	74
30	59	32	75
61	82	67	90
34	78	27	84
27	61	26	73
42	70	49	74
60	91	53	95
53	87	60	75

H. A. Edgerton and D. G. Peterson, *op. cit.*, p. 276.

1954, p. 276.

Table XI
Percent Comparison of 31 Matched Pairs of Words

Easy Words		Difficult Words	
Pretest	Final Test	Pretest	Final Test
85	88	87	94
85	88	84	83
71	90	71	85
45	88	42	89
89	88	71	88
48	71	51	78
32	88	34	88
34	64	33	78
39	71	36	69
28	77	28	74
55	80	58	88
55	88	55	80
85	87	63	93
72	97	73	88
20	81	22	59
79	97	73	95
49	88	63	88
88	88	88	95
93	98	93	100
88	92	88	92
51	79	49	78
51	88	51	88
41	59	41	88
38	53	34	74
30	39	32	75
61	88	87	80
34	79	37	84
27	61	28	73
42	70	49	74
60	91	53	95
83	87	80	75

Table XII

Total Scores on Pretest and Final Test for Easy
and Difficult Words¹

31 Words	Possible Score	Total Score	
		Pretest	Final
Easy	2189	1184	1802
Difficult	2189	1168	1751

Table XII shows a total possible score, the total pretest and final score on 31 words for 213 cases, as computed from Table XI.

Table XIII

Comparison of Gain in Learning 31 Easy Words in
Grades IV, V and VI²
(Computed from Table XI)

213 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	54	.024	28	3.0	9.3
Final	82	.018			

Table XIII shows that 54 percent of the easy words were known on the pretest as compared to the 82 percent known on the final test. The difference of the pretest and final test shows a 28 percent gain.

¹H. A. Edgerton and D. G. Paterson, op.cit., p. 276.

²Ibid., p. 274.

Table XII

Total Scores on Preface and Final Test for Easy and Difficult Words

Words	Total Score	
	Preface	Final
Easy	9189	1134
Difficult	9189	1188

Table XII shows a total possible score, the total actual and final score on 21 words for 213 cases, as computed from Table XI.

Table XIII

Comparison of Gain in Learning 21 Easy Words in Grades IV, V and VI
(Computed from Table XI)

213 Cases	% of Words Known	P.E.S.	M.T.	P.E.S./M.T.	M.T./P.E.S.
Preface	64	.084	28	2.0	9.3
Final	82	.018			

Table XIII shows that 64 percent of the easy words were known on the preface as compared to the 82 percent known on the final test. The difference of the preface and final test shows a 22 percent gain.

J. A. Edgerton and D. C. Patterson, *op. cit.*, p. 270.

Table XIII, p. 274.

Table XIV

Comparison of Gain in Learning 31 Difficult Words in
Grades IV, V and VI¹

213 Cases	% of Words Known	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Pretest	53	.024	27	3.0	9.0
Final Test	80	.019			

Table XIV shows that 53 percent of the difficult words were known on the pretest as compared to the 80 percent known on the final test. The difference of the pretest and final test shows a 27 percent gain.

Table XV

Comparison of Gain in Learning 31 Difficult and
Easy Words in Grades IV, V and VI²

213 Cases	% Gain	P.E.%	Diff.	P.E./Diff.	Diff./P.E.Diff.
Easy	28	.021	.01	2.9	.34
Difficult	27	.021			

Table XV shows a 28 percent gain for the easy words, as compared to a 27 percent gain in the difficult words, showing a difference in gain of .01 percent. The difference is not statistically significant, since the difference divided by its probable error is .04.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 275

²Ibid., p. 276.

Item Analysis of the 120 Words

An item analysis is given of the forty words for each grade tested. A list of twenty easy and twenty difficult words is presented at each grade level. The results are shown in percentages. Easy and difficult words are classified separately. The scores shown for each word were obtained from the pretest and final test.

It is interesting to note that on the pretest the percents in Grade IV were considerably lower than those in Grade V or VI. There were twice as many scores of less than sixty in Grade IV than in either of the other grades. However, the final score showed the percent earned for Grade IV was comparable to the others. The results are given in the following tables.

Table XVI shows percent correct for each easy word on the pretest and final test for VI cases.

By A. Robertson and D. G. Peterson, op. cit., p. 290.

Item Analysis of the 120 Words

An item analysis is given of the forty words for each grade tested. A list of twenty easy and twenty difficult words is presented at each grade level. The results are shown in percentages. Easy and difficult words are classified separately. The scores shown for each word were obtained from the pretest and final test.

It is interesting to note that on the pretest the percentages in Grade IV were considerably lower than those in Grade V or VI. There were twice as many scores at less than sixty in Grade IV as in either of the other grades. However, the final scores showed the percent earned for Grade IV was comparable to the others. The results are given in the following tables.

Table XVI
Item Analysis for Easy Words
in Grade IV¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	balcony	85	98
2.	faucet	65	82
3.	dent	71	90
6.	baste	46	89
11.	fender	69	86
13.	lens	48	71
14.	lice	32	86
15.	monitor	34	64
16.	nasty	65	86
17.	racket	89	95
18.	tab	39	71
21.	rut	29	77
23.	trash	78	95
25.	trumpeter	83	96
28.	beacon	64	94
29.	carnation	55	80
31.	dike	70	94
35.	doily	56	86
36.	blizzard	92	99
38.	mackerel	84	94

Table XVI shows percent correct for each easy word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 290.

Table XVI
Item Analysis for Easy Words
in Grade IV¹

Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	balcony	88	98
2.	lance	88	82
3.	gent	71	90
4.	paste	46	89
11.	fender	89	86
12.	lens	48	71
14.	lice	32	86
15.	monitor	34	64
16.	hasty	66	88
17.	racket	89	95
18.	tap	39	71
21.	put	89	77
22.	trash	78	85
23.	trumpeter	83	96
24.	basoon	64	94
25.	caronation	55	80
27.	dike	70	94
28.	dolly	56	86
36.	blizzard	93	99
38.	mackerel	84	94

Table XVI shows percent correct for each word on the pretest and final test for 38 cases.

¹H. A. Edgerton and D. G. Patterson, *op. cit.*, p. 290.

Table XVII
Item Analysis for Difficult Words
in Grade IV ¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
4.	boast	71	95
5.	wriggle	73	94
7.	sulky	17	73
8.	spatter	22	92
9.	rummage	64	83
10.	rinse	71	92
12.	puppet	97	99
19.	kimono	35	78
20.	kiln	42	69
22.	jog	55	80
24.	impure	51	78
26.	hysterics	58	88
27.	homespun	87	94
30.	curate	17	49
32.	dilute	25	74
33.	ferocious	55	80
34.	fidget	42	74
37.	froth	42	65
39.	glutton	36	62
40.	gnash	34	82

Table XVII shows percent correct for each difficult word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 291.

Table XVII
Item Analysis for Difficult Words
in Grade IV¹

Test Item	Word	Percent of Items Correct	
		Pretest	Final
40.	gnash	34	83
39.	glutton	36	83
37.	froth	42	85
34.	tidest	42	74
33.	ferocious	55	80
32.	diute	25	74
30.	coarse	17	49
27.	homespun	87	94
26.	hysteresis	58	88
24.	improve	51	78
22.	joz	55	80
20.	kiln	42	89
19.	kimono	35	73
18.	guppet	97	99
10.	rins	71	92
9.	rummage	84	83
8.	spatter	22	92
7.	sulky	17	73
5.	wriggle	73	94
4.	boast	71	92

Table XVII shows percent correct for each difficult word on the pretest and final test for 77 cases.

¹H. A. Robertson and D. G. Patterson, *op. cit.*, p. 291.

Table XVIII
Item Analysis for Easy Words
in Grade V¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	beacon	92	98
5.	carnation	85	97
6.	dike	72	97
7.	doily	64	93
10.	haycock	20	81
12.	lilac	79	97
15.	nasturtium	49	86
17.	noose	73	95
18.	porridge	86	88
21.	pottery	73	90
23.	roast	93	98
24.	snip	86	92
25.	triangle	86	88
27.	obtainable	51	79
30.	panther	88	90
31.	ravine	51	68
33.	sexton	66	85
35.	pester	81	90
37.	perspiration	41	59
40.	throttle	66	90

Table XVIII shows percent correct for each easy word on the pretest and final test for 59 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 293.

Table XIX
Item Analysis for Difficult Words
in Grade V¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
2.	wry	24	73
3.	veranda	83	95
4.	rosin	47	83
8.	whir	41	66
9.	viand	22	59
11.	turmoil	52	88
13.	gourd	49	76
14.	gruel	42	86
16.	container	86	95
19.	char	73	86
20.	bluster	34	79
22.	astride	49	61
26.	bumper	98	100
28.	hedgerow	73	95
29.	jaundice	44	73
32.	paraffin	51	85
34.	muskrat	86	92
36.	piteous	25	73
38.	prim	52	73
39.	tether	44	49

Table XIX shows percent correct for each difficult word on the pretest and final test for 59 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 296.

Table XIX
Item Analysis for Difficult Words
in Grade V¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
2.	why	84	73
3.	veranda	83	93
4.	rosin	47	83
8.	whip	41	88
9.	vland	33	59
11.	turnout	33	88
13.	gourd	49	78
14.	gruel	42	88
16.	container	88	93
19.	char	73	88
20.	blister	34	79
22.	astirde	49	61
23.	bunger	98	100
28.	bedgerow	73	93
29.	jaundice	44	73
32.	peratin	61	85
34.	makast	88	93
36.	pigeons	33	73
38.	prim	33	73
39.	fether	44	49

Table XIX shows percent correct for each difficult word on the pretest and final test for 39 cases.

¹H. A. Robertson and D. G. Peterson, *op. cit.*, p. 292.

Table XX
Item Analysis for Easy Words
in Grade VI¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	antics	85	92
2.	brigade	73	88
4.	capsize	80	92
7.	census	34	74
11.	chore	73	96
12.	corduroy	69	96
16.	data	60	75
17.	dormitory	77	92
18.	dramatize	67	90
19.	knuckle	88	91
20.	mackerel	100	97
23.	navigate	83	90
26.	pun	27	84
28.	quartet	90	94
29.	sentry	74	91
31.	skein	49	74
32.	squeal	70	83
35.	throttle	53	95
36.	wicker	32	75
37.	yolk	26	73

Table XX shows percent correct for each easy word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 298.

Table XXI
Item Analysis for Difficult Words
in Grade VI¹

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
3.	windlass	60	91
5.	verdant	39	78
6.	census	34	78
8.	niche	53	87
9.	ludicrous	45	66
10.	kine	18	80
13.	gusty	38	83
14.	hexagon	45	73
15.	globule	42	70
21.	gauntlet	30	65
22.	flange	23	66
24.	exaltation	27	62
25.	discordant	27	61
27.	citadel	34	73
30.	cockle	34	78
33.	bauble	10	62
34.	barbecue	61	82
38.	accentuate	40	69
39.	alacrity	30	59
40.	audacious	38	53

Table XXI shows percent correct for each difficult word on the pretest and final test for 77 cases.

¹H. A. Edgerton and D. G. Paterson, op. cit., p. 296.

Table XXI
Item Analysis for Difficult Words
I
in Grade VI

No. of Test Item	Word	Percent of Items Correct	
		Pretest	Final
1.	windlass	60	81
2.	verandah	33	73
3.	census	34	73
4.	niche	53	87
5.	inducious	43	66
6.	kine	18	60
7.	graty	38	83
8.	hexagon	45	73
9.	globe	42	70
10.	gauntlet	30	65
11.	flange	23	66
12.	exaltation	27	62
13.	discordant	27	61
14.	citadel	34	73
15.	cockle	34	78
16.	bauble	10	62
17.	barbecue	61	82
18.	accentuate	40	69
19.	elasticity	30	59
20.	undulations	38	52

Table XXI shows percent correct for each difficult word
on the pretest and final test for 20 cases.

4. The total data showed a larger gain for difficult words. When words were matched for scores on the pretest, the difference was slight. The final test was in favor of the easy words.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the study was to compare the learning of easy and difficult words in Grades IV, V, and VI. Forty words were selected for each grade from the Durrell-Sullivan¹ List and were checked for placement on the Buckingham-Dolch² and Thorndike³ Word Lists.

These words were given to 231 children in Grades IV, V, and VI in a community near Boston. Four teaching periods followed the test and then the test was prepared. The scores on the two tests were compared.

Conclusions:

1. The percentage of easy words correct on the pretest for Grades IV, V, and VI was 63, 70, and 64 respectively.
2. The percentage in difficult words correct was 43, 60, and 36 for Grades IV, V, and VI.
3. The final test showed significant gains in both groups of words.

¹Durrell-Sullivan, op. cit.

²Buckingham-Dolch, op. cit.

³Thorndike, op. cit.

4. The total data showed a larger gain for difficult words. When words were matched for scores on the pretest, the difference was slight; the greatest gain was in favor of the easy words.

Suggestions for Further Research

1. Repeat the experiment, selecting a population whose mental maturity range is between 70 to 105.

2. Repeat the experiment but limit the selection of words only to certain levels of the Thorndike thousands.

3. Select adjectives from the Durrell-Sullivan sixth-grade list; by experimental procedure through connotation, plan to determine whether there is a degree of abstractness as compared to the number of associations made.

4. Use Roget's (Thesaurus) eight classifications of abstract words as a criterion for selecting 70 words from the Durrell-Sullivan sixth-grade word list; conduct an experiment to determine whether there is a learning rate to a significant degree, of the eight different classifications.

BIBLIOGRAPHY

- Babson, E. B., "Increasing Children's Vocabulary," Journal of Education (January 7, 1929), 109:34-35.
- Baker, Norma, "Confusion in Word Recognition," Elementary School Journal (June, 1925), 45:575-577.
- Buckingham, B. R., and E. W. Dolch, A Combined Word List, Ginn & Company, New York, 1936.
- Cunningham, R. A., "Vocabulary Growth in Intermediate Grades," Elementary English Review (May, 1934), 11:130-132.
- Dolch, E. W., "Testing Word Difficulty," Journal of Educational Research (September, 1932), 26:22-27.
- Durrell, Donald D., Improvement of Basic Reading Abilities, World Book Company, Yonkers-on-the-Hudson, New York, 1940.
- Durrell, Donald D., and H. B. Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review (April, May, 1938), 15:138-148, 185-198.
- Edgerton, H. A., and D. G. Paterson, "Table of Standard Errors and Probable Errors of Percentage for Varying Numbers of Cases," Journal of Applied Psychology (September, 1926), 10:378-391.
- Garrison, E. C., "The Relationship Between Three Different Vocabulary Abilities," Journal of Educational Research (January, 1930), 21:43-44.
- Horn, Madeline, A Study of the Vocabulary of Children Before Entering First Grade, International Kindergarten Union, Washington, D. C., 1928.
- Lloy, Edwin Smith, Making Words Work for You, Blue Ribbon Books, Inc., New York, 1936.
- McKee, Paul, "Word Lists and Vocabulary Difficulty in Reading Matter," Elementary English Review (November, 1937), 14:241-245.
- Nunn, Carolyn, "Vocabulary Selection," Education (January, 1934), 54:271-274.

Riemer, G. C. L., "Power Over Words," Elementary English Review (May, 1934), 11:123-127.

Seegers, J. Conrad, Teaching Language in the Elementary School, Forty-Third Yearbook, National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1943.

Thorndike, E. L. A., A Teacher's Word Book, Revised, Teachers College, Columbia University, New York, 1932.

Blumer, G. C. L., "Flower Over Words," Elementary English
Review (May, 1934), 11:183-187.

Seeger, J. Conrad, Teaching Language in the Elementary School,
Forty-Third Yearbook, National Society for the Study of
Education, Part II, Public School Publishing Company,
Bloomington, Illinois, 1943.

Thorndike, R. L. A., A Teacher's Word Book, Revised, Teachers
College, Columbia University, New York, 1932.

APPENDIX

APPENDIX

GENERAL OUTLINE
for the experiment

1. TEST (do not score)

2. Words in the test

Teach ten words each teaching period until all forty words have been presented. Each word is taught only one time. A procedure is given here for teaching each word. It is necessary for two facts to be kept in mind when teaching the words, the amount of time for each teaching period, and the number of words taught each period. The definitions and sentences sent with the experiment are to be used.

3. Procedure for teaching the words:

1. Give the pretest, (One week before the first teaching period).
2. Limit each teaching period to 12 minutes
3. Teach one period in the morning and one period in the afternoon. This will take four teaching periods for the forty words to be taught.
4. Steps to use in teaching.
 - a. The flashcard is held so the class can see it. The teacher pronounces the word then puts the card to one side.
 - b. The word is then defined. The definitions controlling the experiment are sent with the experimental material.
 - c. Use the word in a sentence. The sentence is included.

4. Test

After the forty words have been taught, the final test is to be given.

5. Outline of the six steps for the experiment.

1. Test (one morning); One week before the first teaching period.
2. Teach (in the afternoon) first ten words
3. Teach (the next morning) second ten words
4. Teach (in the afternoon) third ten words
5. Teach (in the morning) last ten words
6. Test (final step in the experiment)

Fourth Grade Vocabulary Definitions

Present the words as given here. Please follow the list as numbered. Present ten(10) words each teaching period. Try, if possible to stay within the 12 minute teaching period, given for each teaching period.

The procedure is: flashcard, definitions, sentence. The sentence is to correspond with the definition that is starred. Complete explanations for procedure is given with the general outline.

Give all definitions for each word, BUT only ONE SENTENCE.

1. gnash:
_____ to bring the teeth together sharply
 * _____ to grind the teeth
2. wriggle:
_____ to squirm
 * _____ to move by twisting and turning
3. sulky:
_____ moody, sullen, unsociable
 * _____ a two wheel cart use for racing
4. rummage:
_____ to look for
 * _____ try to find
_____ to ransack
5. puppet:
_____ a small image moved by wires or strings
 * _____ a doll acting on a tiny stage, there are strings attached to the arms
6. kimono:
 * _____ a loose outer robe like a housecoat
_____ something like a dressing gown
7. jog:
 * _____ to push lightly
_____ to nudge
8. Homespun:
 * _____ material woven at home on a loom
_____ coarse cloth woven at home
9. Impure:
_____ unwholesome, mixed with a foreign substance
 * _____ it might make you ill because it is dirty
10. glutton:
 * _____ a person with a greedy appetite
_____ a wolf of North America
_____ a fur bearing animal of Europe and Asia

11. froth:
* a mass of bubbles formed on the surface
like soap bubbles or cake frosting
12. fidget:
move about uneasily
* nervous, restless
13. blizzard:
* a very cold period of weather
a snowstorm
14. dike
* atrench for draining water
an enbankment thrown up as a protection against water
15. carnation:
a light rose pink
the edges of a flower indented like a coronet
* a flower belonging to the geranium family
16. tab:
a loop for pulling or lifting
* a tag attached to the edge of something
17. racket:
* noisy talk or play
a network bat used in tennis
a broad wooden shoe used by men or horses in walking over snow
18. nasty:
* so dirty it is not pleasant
something that is not clean
19. lens:
* curved pieces of glass used in glasses, telescopes, opera glasses
20. fender:
* any frame placed in front of an object for protection
an iron device placed in front of a locomotive
a low metal screen in front of a fireplace
21. lice:
* an insect that lives on plants or animals
22. faucet:
* for drawing liquids
a short pipe with a valve
a device at the end of a pipe
23. rinse:
to remove soap by dipping an article in clear water
* to wash in clean, soapless water

11. * a mass of bubbles formed on the surface like soap bubbles or cake frosting
12. * moves about nervously nervous, restless
13. * a very cold period of weather a snowstorm
14. * a stream for draining water an embankment thrown up as a protection against water
15. * a light rose pink the edges of a flower indicated like a corner a flower belonging to the geranium family
16. * a loop for pulling or lifting a bar attached to the edge of something
17. * noisy talk or play a network net used in tennis a broad wooden shoe used by men or horses in walking over snow
18. * so dirty it is not pleasant something that is not clean
19. * curved pieces of glass used in glasses, telescopes, opera glasses
20. * any frame placed in front of an object for protection an iron device placed in front of a locomotive a low metal screen in front of a fireplace
21. * an insect that lives on plants or animals
22. * for drawing liquids a short pipe with a valve a device at the end of a pipe
23. * to remove soap by dipping an article in clear water to wash in clear, soapless water

24. boast:
* _____ to brag
_____ a great deal of pride
25. spatter:
* _____ splashing liquid upon
_____ soil by throwing a wet substance on a surface
26. hysterics:
_____ a spell of uncontrolled crying or laughing
_____ emotional, continuous crying or laughing
27. curate:
* _____ one who is appointed to help a clergyman
_____ to work as an assistant to a minister
28. ferocious:
* _____ will harm you
_____ cruel, savage
29. dilute:
* _____ to weaken by mixing with water or liquid
30. kiln:
* _____ furnace or oven for baking or drying
31. mackerel:
_____ a sky covered with white flicks of clouds
* _____ a fish found in schools in North Atlantic Ocean
32. trash:
* _____ anything useless or worthless
_____ rubbish
_____ a leash for restraining a dog
33. doily:
* _____ a small cloth mat
_____ the name of a man who invented fabric
two hundred years ago
34. beacon:
* _____ a light to point the way
_____ any guiding light
35. trumpeter:
* _____ to blow a horn
_____ a large bird in South America
_____ a food fish found near Australia
36. rut:
* _____ a groove or imprint made by a car, wagon or bicycle
_____ a fixed habit

37. monitor:

- * a pupil elected to help in a classroom
- a warning
- one who warns or advises

38. dent:

- a small notch or hollow
- * to hit something hard and make a depression
- an indentation

39. baste:

- * to put hot grease or liquid on meat while it is cooking
- to sew loosely to hold something in place

40. balcony:

- * a floor built out from a wall
- the upper floors of a theatre used for seating people

37. monitor: _____
 a pupil elected to help in a classroom

 a warning

 one who warns or advises

38. dent: _____
 a small notch or hollow

 to hit something hard and make a depression

 an indentation

39. paste: _____
 to put hot grease or liquid on meat

 while it is cooking

 to sew loosely to hold something in place

40. balcony: _____
 a floor built out from a wall

 the upper floors of a theatre used for

 seating people

Fifth Grade Vocabulary Definitions

Present the word as given here. Please follow the list as numbered. Present 10 words each teaching period. The procedure is: flashcard, definitions, and sentence.

Use only the definitions given here.

The sentence is original. The teacher gives the sentence that corresponds with the definition that is starred.

1. piteous:
 * exciting sorrow or sympathy
 mournful, sad
2. pester:
 * to annoy
 to irritate
3. paraffin:
 * a tasteless, odorless wax made from
 distillation of wood, coal or peat
4. tether:
 * an animal tied with a rope or chain so that
 it can graze within certain limits
5. carnation:
 a light rose pink
 the edges of a flower indented like a coronet
6. hedgerow:
 * bushes, trees, foliage planted in a fence like
 position
7. turmoil:
 * disturbance
 agitation
8. gruel:
 * made by boiling meal or flour in water or milk
9. gourd:
 * a vine like plant that produces a fruit
10. viand:
 * when you buy groceries
 food
11. container:
 * something to put things in
 like an ice cream container
12. char:
 work by the day
 * burn or reduce
 burn partially

13. throttle:
_____ a valve to control supply
_____ * to strangle or choke by pressure
14. muskrat:
_____ a small water animal
_____ * a fur bearing animal found in cold climates,
that lives in the water
15. sexton:
_____ a kind of beetle
_____ * an under official, of a church
16. snip:
_____ * to make a quick cut
_____ a single cut with the scissors
17. pottery:
_____ to bake clay dishes
_____ * where drying and baking of clay dishes is done
_____ a kind of heavy earthen ware
18. porridge:
_____ * a thin like gravy made by boiling oatmeal in water
_____ a thin soup made from boiling meat in water
19. nasturtium:
_____ an herb or plant that belongs to the geranium
family
_____ * a flower that has various orange and yellow flowers
20. haycock:
_____ * dried grass piled in heaps in a field
21. lilac:
_____ a pinkish purple color
_____ * a shrub that has beautiful bunches flowers
22. prim:
_____ * to make or cause to be precise or formally neat
23. rosin:
_____ a substance used on violin strings
_____ * an amber residue made from the oil of turpentine
24. astride:
_____ riding a horse western fashion
_____ * astraddle
25. bluster:
_____ * a gale or swift blowing of wind
_____ windy, snowy weather
26. bumper:
_____ something that bumps, a thump
_____ * a buffer on a railroad car or automobile

27. whir:
_____ to fly
* _____ move with a buzzing sound
28. veranda:
_____ an open balcony attached to the outside of a house
29. triangular:
* _____ having three sides
_____ a musical instrument
30. perspiration:
* _____ a fluid secreted by the sweat glands
31. obtainable:
_____ to be established in use
* _____ gain by effort
32. ravine:
* _____ a deep ditch worn in the earth
_____ something like a gorge
33. panther:
_____ an animal
* _____ a wild animal of the cat family
34. roast:
* _____ to bake or to cook in the oven
35. noose:
* _____ a piece of rope tied in such a way as to permit the loop to be larger
_____ a rope that has been made into a loop
36. jaundice:
* _____ a condition characterized by yellowness of the eyes, skin
_____ a mental condition such as jealousy
37. wry:
* _____ distorted or twisted
38. dike:
* _____ a trench for draining water
_____ an embankment thrown up as a protection against water
39. beacon:
* _____ a light to point the way
_____ any guiding light
40. doily:
* _____ a small cloth mat
_____ name of a man who invented a fabric two hundred years ago

Sixth Grade Vocabulary Definitions

Present the words as given here. Please follow the list as numbered. Present 10 words each teaching period. The procedure is: flashcard, definitions, sentence. Definite instructions are given with the general outline.

Use only the definitions given here.

The sentence is original. Use a sentence that illustrates the definition starred.

1. windlass:

* _____ a machine for pulling or lifting loads

2. tension:

* _____ the state of being stretched

_____ the act of straining

_____ a condition of strained relations

3. niche:

* _____ like a doorway or booth for a statue or ornament

_____ a small place in the wall built for a statue

4. kine:

_____ formed like oxen

* _____ plural for cows

5. hexagon:

* _____ apolygon having six angles and six sides

6. flange:

* _____ a ridge or collar for strengthening

7. globula:

* _____ a small round object

8. discordant:

_____ out of harmony

_____ inharmonious

* _____ clashing

9. gauntlet:

_____ a former military method of punishment

* _____ a glove that covers the wrists

10. cockle:

_____ a plant that grows as weeds among grain

_____ an oyster, snail or cuttlefish

11. citadel:

_____ a fortification

_____ the heavily protected central structure on a ship of war

12. audacious:
 * spirited: of persons or deeds
 _____ imprudent, presumptuous
 _____ insolent
13. wicker:
 * pliant twig
 _____ made from willow trees limb
14. squeal:
 * a high pitched squeak
 _____ to tell
 _____ a prolonged cry
15. skein:
 _____ a flock of wild geese
 * an amount of yarn
16. navigate:
 _____ to steer or direct a ship
17. knuckle:
 * a joint
 _____ like the joints of your fingers
18. dramatize:
 _____ to write in the form of a play
 * to act
19. data:
 * collected facts
 _____ information pertaining to statistics
20. chore:
 _____ a char
 * work that is humdrum
21. brigade:
 * a subdivision of an army
 _____ an organized body acting under authority
22. gusty:
 * characterized by sudden blasts of wind
23. verdant:
 _____ inexperienced
 * green foliage
24. ludicrous:
 * something droll or funny
 _____ causing mirth
 _____ from a latin word meaning a stage play

25. throttle:
_____ a valve to control supply
_____ * to strangle or choke by pressure
26. barbecue:
_____ * the carcass of an ox, pig, roasted whole
_____ an out-of-door feast at which animals are
_____ roasted whole
27. alacrity:
_____ * activity, usually joyous
_____ with cheerful expectation
28. capsize:
_____ * to upset as a boat
_____ to turnover
29. census:
_____ * an enrolling of the people and a valuation
_____ an official count
30. corduroy:
_____ * heavy corded velvet cloth
_____ a road made by logs
31. dormitory:
_____ * something like a hotel, a place for sleeping
_____ a dwelling on the campus of Universities or College
32. pun:
_____ a play on words
_____ * to quibble or express one's self with a unique
_____ expression
33. quartet:
_____ * any group of four things
34. sentry:
_____ to watch
_____ a watchtower
_____ * watch, as kept by a sentinel
35. exaltation:
_____ * a state of great dignity
_____ spiritually uplifted
_____ a feeling of pride
36. yolk:
_____ * the yellow portion of an egg

25. : a valve to control energy
to a machine or device by pressure
26. : the surface of an animal's body
the surface of an animal's body
the surface of an animal's body
27. : a feeling of
a feeling of
a feeling of
28. : a feeling of
a feeling of
a feeling of
29. : a feeling of
a feeling of
a feeling of
30. : a feeling of
a feeling of
a feeling of
31. : a feeling of
a feeling of
a feeling of
32. : a feeling of
a feeling of
a feeling of
33. : a feeling of
a feeling of
a feeling of
34. : a feeling of
a feeling of
a feeling of
35. : a feeling of
a feeling of
a feeling of
36. : a feeling of
a feeling of
a feeling of

37. bauble:

- * anything showy but without value, like costume jewelry
- _____ formerly a staff carried by a court jester

38. mackerel:

- _____ a sky covered with white flicks of clouds
- * a certain kind of fish found in North Atlantic Ocean

39. antics:

- * a funny trick
- _____ as a clown behaves

40. accentuate:

- * to pronounce or mark with special stress
- _____ to make conspicuous

Fourth Grade Sentences

Please use these sentences with the definition study. Do not make an original sentence.

1. gnash: A mad dog will gnash his teeth.
2. wriggle: Did you ever watch an eel wriggle?
3. sulky: The man rode in the two wheeled sulky.
4. rummage: I will rummage around for it.
5. puppet: The puppet danced on strings.
6. kimono: I wear my kimono in the morning.
7. jog: Give the bicycle a jog.
8. homespun: The homespun material was made on a loom.
9. impure: Impure water has germs.
10. glutton: He ate like a glutton.
11. froth: The horse had froth on his mouth.
12. fidget: He will fidget even when I tell him to be still.
13. blizzard: The blizzard brought snow, and sleet.
14. dike: A ditch is sometimes called a dike.
15. carnation: On Mother's Day buy a carnation.
16. tab: Hang the coat by the tab.
17. racket: A racket will disturb the class.
18. nasty: Harmful germs are nasty.
19. lens: You have lens in your glasses.
20. fender: The fender on the car was bent.
21. lice: The lice made the dog sick.
22. faucet: Turn the faucet, the water is running!
23. rinse: Rinse the skirt in clear water.
24. boast: He liked to boast about himself.
25. spatter: The car might spatter water on your coat.

Please use these sentences with the definition study. Do not
write an original sentence.

1. gnash: A mad dog will gnash his teeth.
2. winked: Did you ever watch an owl wink?
3. salvy: The sea rots in the two wheels salvy.
4. rummage: I will rummage around for it.
5. supper: The puppet danced on supper.
6. kinood: I wear my kinood in the morning.
7. log: Give the people a log.
8. homage: The homage festival was held on a log.
9. impure: Impure water has germs.
10. station: He ran like a station.
11. froth: The waves had froth on his mouth.
12. thrust: He will thrust even when I tell him to be still.
13. blissed: The blissed pleasant snow, and bliss.
14. dike: A dike is sometimes called a dike.
15. ornation: On Mother's Day buy a ornation.
16. top: Place the coat by the top.
17. rocket: A rocket will burst the glass.
18. neary: Harmful germs are neary.
19. lane: You have lane in your lane.
20. fender: The fender on the car was bent.
21. lick: The lick made the dog sick.
22. fence: Turn the fence, the water is running!
23. rinse: Rinse the shirt in clear water.
24. boast: He liked to boast about himself.
25. spatter: The car might spatter water on your coat.

26. curate: The curate helps the minister.
27. ferocious: The black panther is ferocious.
28. dilute: Dilute the paint with turpentine.
29. kiln: A kiln looks like a brick stove.
30. mackerel: A school of mackerel lives in cool water.
31. trash: Put the trash in the waste basket.
32. doily: The lace doily was on the table.
33. beacon: The beacon flashed a warning.
34. trumpeter: The trumpeter blew taps.
35. rut: The car is stuck in the rut.
36. monitor: He was monitor for his row.
37. dent: You can make a dent with a hammer.
38. baste: If you baste the meat it will be better.
39. balcony: From the balcony you can see the parade.
40. hysterics: The frightened woman had hysterics.
41. mistress: The beautiful girl was called a mistress.
42. section: The people voted for the school buildings.
43. pottery: The pottery was baked in the oven.
44. strip: Use the scissors to strip the paper in small bits.
45. porridge: Many people in Europe eat porridge.
46. unorthodox: The ideas of the philosopher are sometimes unorthodox.
47. haycock: The small heaps of grain in the field are haycocks.
48. lilac: The lilac is a member of the olive family.
49. prior: The prior was one of the school master who told in the story.
50. rosin: Rosin is rubbed on skis.
51. detritus: Dogs ride outside a horse.

40. hysterical: The frightened woman had hysterical.

39. balcony: From the balcony you can see the parade.

38. better: If you best the meat it will be better.

37. beat: You can make a beat with a hammer.

36. monitor: He was monitor for his row.

35. rent: The car is rent in the row.

34. trumpet: The trumpet blew trump.

33. person: The person flushed a warning.

32. dolly: The lace dolly was on the table.

31. trash: Put the trash in the waste basket.

30. washer: A school of washer lives in cool water.

29. kiln: A kiln looks like a brick stove.

28. bluffs: Bluffs are points with bluffs.

27. farce: The black farce is farce.

26. crust: The crust below the crust.

Fifth Grade Sentences

Please use these sentences with the definition study. Do not make an original sentence.

1. piteous: We heard the piteous cry of the dog in the box at the railroad station.
2. pester: Do not pester the child while he studies.
3. paraffin: We sealed the jelly with paraffin.
4. tether: Tether the horse to the post so he can graze.
5. hedgerow: The pine tree hedgerow served as a windbrake.
6. turmoil: It is strange to find turmoil in the quiet reading room.
7. gruel: The cook made the gruel with meal and hot water.
8. gourd: The gourd is related to the mellow and pumpkin.
9. viand: When you buy groceries you have bought viands.
10. container: The clerk put the ice cream in a container.
11. char: Extreme heat will char wood.
12. throttle: The engineer will throttle the machine so it will start in a hurry.
13. muskrat: The beautiful coat was made from muskrat pelts.
14. sexton: The sexton cared for the church buildings.
15. pottery: The pottery was baked in the oven.
16. snip: Use the scissors to snip the paper in small bits.
17. porridge: Many people in Europe eat porridge.
18. nasturtium: The stem of the nasturtium is sometimes used in salads.
19. haycock: The small heaps of grass in the fields are haycocks.
20. lilac: The lilac is a member of the olive family.
21. prim: The prim severness of the school master was told in the story.
22. rosin: Rosin is rubbed on skis.
23. astride: Boys ride astride a horse.

Please use these sentences with the definition study. Do not write an original sentence.

1. please: We heard the pleasant cry of the dog in the box at the railroad station.
2. please: Do not please the child while he studies.
3. please: He sealed the jelly with pleasant.
4. please: Father took horse to the post as he was young.
5. please: The blue tree pleasant served as a windbreak.
6. please: It is strange to find pleasant in the quiet reading room.
7. please: The cook made the pleasant with meat and hot water.
8. please: The pleasant is related to the white and pinkish.
9. please: When you buy pleasant you have bought pleasant.
10. please: The clerk put the ice cream in a pleasant.
11. please: Pleasant meat will pleasant you.
12. please: The pleasant will pleasant the machine so it will pleasant a hurry.
13. please: The pleasant coat was made from pleasant parts.
14. please: The pleasant dated for the church building.
15. please: The pleasant was baked in the oven.
16. please: Use the scissors to pleasant the paper in small bits.
17. please: Many people in Europe eat pleasant.
18. please: The pleasant of the pleasant is sometimes used in salads.
19. please: The small bags of grass in the fields are pleasant.
20. please: The pleasant is a member of the olive family.
21. please: The pleasant of the school master was told in the story.
22. please: Pleasant is rubbed on pleasant.
23. please: Boys like pleasant a horse.

24. bluster: The bluster of wind brought rain.
25. bumper: The bumper on the car protects it from damage.
26. whir: The whir of the pigeons wings could be heard.
27. veranda: During the warm evenings the family gathered on the veranda.
28. triangular: The triangular shaped pyramid is found in Egypt.
29. perspiration: Perspiration is one way of eliminating waste.
30. obtainable: Many things were not obtainable during the war.
31. ravine: Bad Man's Gulch is a ravine.
32. panther: The black panther is a dangerous wild animal.
33. roast: The natives in the south seas like to eat roast pig.
34. noose: The cowboy fastened the noose on the calf's leg.
35. jaundice: The doctor told the sick man he had jaundice.
36. wry: The injured man made a wry face.
37. dike: In Holland a ditch is sometimes called a dike.
38. beacon: The plane followed the beacon light.
39. doily: A doily may be made of beautiful lace.
40. carnation: Buy your mother a carnation on Mother's Day.

Sixth Grade Sentences to use with the Definition
Study

Please use these sentences with the definition study. Do not make an original sentence.

1. Windlass: Sailors use a windlass to load the ship.
2. tension: The rubber band snapped from tension.
3. niche: Aladdin found the lamp in the niche.
4. kine: A herd of cows may be called kine.
5. hexagon: The six sided pyramids are hexagons.
6. flange: Around the rim of the wheel was a flange.
7. globule: There are globules of fat in cream.
8. discordant: A bang on the piano is discordant.
9. gauntlet: An archer wears a gauntlet.
10. cockle: Off the coast of Florida are beds of cockle.
11. citadel: When the people heard the soldiers coming they rushed to the citadel.
12. audacious: Cortez was audacious and adventuresome.
13. wicker: This bending willow will make good wicker.
14. squeal: The squeal of the pig could be heard across the farmyard.
15. skein: A skein of yarn was needed for the sweater.
16. navigate: The captain knew how to navigate the boat.
17. knuckle: The knuckle on his finger was bruised.
18. dramatize: We will dramatize this story.
19. data: The data was listed in the books.
20. chore: Copying the exercise was a chore.
21. brigade: The brigade marched down the road.
22. gusty: The gusty air stirred up the dust.
23. verdant: The verdant ferns grew on the hillside.
24. ludicrous: The behavior of the clown was ludicrous.

Sixth Grade Sentences to use with the Definition
Study

pg.2,

25. throttle: The engineer will throttle the machine so it will start in a hurry.
26. barbecue: In the midwest they like barbecues.
27. alacrity: He started his work with alacrity.
28. capsize: A sail boat will capsize.
29. census: Every ten years a census is taken.
30. corduroy: The jacket was made of corduroy.
31. dormitory: The large dormitory was on the campus.
32. pun: A pun is a form of humor.
33. quartet: Four friends make a quartet.
34. sentry: The Indian on the hill was a sentry.
35. exaltation: The president holds a position of exaltation.
36. yolk: The yolk of an egg is high in protein.
37. bauble: Cheap jewelry is a bauble.
38. mackerel: A school of mackerel can be found in cool water.
39. antics: The trained dog was taught antics.
40. accentuate: Accentuate your good qualities.

4th Grade
Vocabulary Test

Name _____ School _____ Score _____

Directions:

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

- | | | | | |
|---|---------|----------|----------|---------|
| 1. a platform projecting from the side of a building: | ballast | balcony | balata | balaam |
| 2. for drawing water from a cask: | faucet | farrier | factor | faction |
| 3. made by a blow on a smooth surface: | dense | denim | denial | dent |
| 4. to speak too proudly: | boast | boat | board | boar |
| 5. to move to and fro: | wringer | wring | wrinkle | wriggle |
| 6. to put butter or fat on roasting meat: | batch | bastion | baste | bast |
| 7. a light two-wheeled carriage: | sulky | sultry | sully | sultan |
| 8. to sprinkle around: | spavin | spatter | spatial | spasm |
| 9. to search carefully: | rumble | rummy | rummage | rumple |
| 10. to wash lightly in clear water: | riser | riot | rink | rinse |
| 11. a guard, used to protect a wheel: | ferry | fester | fervor | fender |
| 12. a doll that moves by pulling strings: | puppet | purple | puncture | puppy |
| 13. glass used for changing the direction
of light rays: | lenity | lent | lens | lentil |
| 14. small, wingless, flat insects: | lour | lout | lichen | lice |
| 15. chosen for certain duties in school: | monocle | monitory | monitor | mongrel |
| 16. something dirty, it is not clean: | native | nasty | natal | natty |
| 17. a noise: | radial | racket | radiate | radiant |
| 18. a small flap: | tap | tee | tab | tat |
| 19. a loose robe: | kindred | kilogram | kimono | kinco |
| 20. a stove used for drying clay: | kiln | kilo | kine | kind |
| 21. a track worn by travel: | rust | rut | russet | ruse |
| 22. a slight shake: | jot | job | jog | joy |
| 23. to be thrown away: | tread | trawl | trash | trait |
| 24. not clean, but dirty: | impute | impure | improve | imprint |

Name _____ School _____ Score _____

Directions:

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

1. a platform projecting from the side of a building: balcony balcony balcony balcony
2. for drawing water from a tank: faucet faucet faucet faucet
3. made by a blow on a smooth surface: dent dent dent dent
4. to speak too loudly: roar roar roar roar
5. to move to and fro: wringer wringer wringer wringer
6. to put water on top of something wet: patch patch patch patch
7. a light two-wheeled carriage: sulky sulky sulky sulky
8. to sprinkle around: squirt squirt squirt squirt
9. to search carefully: rumple rumple rumple rumple
10. to wash lightly in clear water: rinse rinse rinse rinse
11. a guard, used to protect a wheel: ferry ferry ferry ferry
12. a doll that moves by pulling strings: puppet puppet puppet puppet
13. glass used for changing the direction of light rays: lens lens lens lens
14. small, wingless, flat insects: locust locust locust locust
15. chosen for certain duties in school: monastic monastic monastic monastic
16. something dirty, it is not clean: native native native native
17. a notice: radial radial radial radial
18. a small flag: tap tap tap tap
19. a loose robe: kindred kindred kindred kindred
20. a stove used for drying clay: kiln kiln kiln kiln
21. a track worn by travel: wear wear wear wear
22. a slight shake: job job job job
23. to be driven away: tread tread tread tread
24. not clean, but dirty: improve improve improve improve

25. a person that blows a musical horn:	trumpet	trumpeter	truffle	truant
26. laughing or crying too much:	hymnal	hyssop	hyphen	hysterics
27. a cloth made of yarn spun at home:	homeward	homespun	homage	homelike
28. a signal by light:	beaker	bearer	beard	beacon
29. a flower:	carmine	carnation	carillon	carnelian
30. the priest's or clergyman's helper:	curator	curlew	curate	currant
31. a ditch for water:	diet	dingy	dint	dike
32. to make thinner:	digress	dilute	diffuse	dilate
33. fierce enough to hurt something:	ferment	feverish	ferocious	feminine
34. to move your body or hands:	festal	fettle	fillet	fidget
35. a small piece of linen:	doily	dory	dogie	doff
36. a storm of wind or snow:	blaze	blizzard	blatant	blazer
37. to foam:	frock	froth	frost	frond
38. a fish:	macaw	machinist	mackerel	machete
39. one that eats too much:	glutton	gluten	goggle	glower
40. to strike or grind the teeth together:	gnash	gnaw	gnarl	goaf

24. a person that blows a whistle horn:	trumpeter	trumpet	trumpet	trumpet
25. laughing or crying too much:	hymnal	hymn	hymn	hymn
26. a cloth made of yarn spun at home:	homeward	homeward	homeward	homeward
27. a signal by light:	beaker	beaker	beaker	beaker
28. a flower:	carnine	carnation	carnation	carnation
29. the priest's or clergyman's height:	curator	curator	curator	curator
30. a ditch for water:	ditch	ditch	ditch	ditch
31. to make thinner:	digest	digest	digest	digest
32. fierce enough to hurt something:	ferment	ferment	ferment	ferment
33. to move your body or hands:	festal	festal	festal	festal
34. a small piece of linen:	dolly	dolly	dolly	dolly
35. a storm of wind or snow:	blaze	blaze	blaze	blaze
36. to foam:	frock	frock	frock	frock
37. a fish:	masse	masse	masse	masse
38. one that eats too much:	glutton	glutton	glutton	glutton
39. to strike or grind the teeth together:	gnash	gnash	gnash	gnash

5th Grade
Vocabulary Test

Name _____ School _____ Score _____

Directions: There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

- | | | | | |
|---|-----------|-----------|----------|------------|
| 1. a signal or guiding light: | beacon | bacon | beckon | beaten |
| 2. made by twisting the features: | wry | wroth | writ | wot |
| 3. a porch: | veracity | verdant | verdict | veranda |
| 4. a brownish substance made from
turpentine: | rivulet | rover | rosin | rubric |
| 5. a flower: | carmine | carnation | carillon | carnelian |
| 6. a ditch for water: | diet | dingy | dint | dike |
| 7. a small cloth mat: | dingo | dimity | doily | dingy |
| 8. to move with a whizzing sound: | whirl | whisk | whip | whir |
| 9. an article of food: | viand | vial | vertex | viaticum |
| 10. a coneshaped pile of hay heaped
up in a field: | hayrick | haymow | haycock | hayloft |
| 11. with confusion or trouble: | turmoil | turmeric | tureen | turbot |
| 12. a bush with large clusters of flowers: | lintel | linden | lilac | lichen |
| 13. the fruit of a vine: | gouge | gout | gourd | goulash |
| 14. a thin porridge: | grove | grunt | gross | gruel |
| 15. an herb with roundish leaves: | nauseate | nativity | narwhal | nasturtium |
| 16. a vessel for holding things: | contemn | contour | contrive | container |
| 17. a loop with a running knot: | noose | nook | norm | nose |
| 18. a broth made by boiling beans or meal: | porringer | porridge | porpoise | porous |
| 19. to burn to a cinder: | chaps | chart | char | chasm |
| 20. to blow violently: | bluster | blunder | bluish | blush |
| 21. a place where earthen dishes are made: | pottage | potpouri | pottery | putter |
| 22. with one leg on each side of something: | astray | astride | astir | astern |
| 23. to cook something by open fire: | robot | roast | rive | roach |
| 24. to cut or take off quickly: | snipe | sniff | snivel | snip |

5th Grade
Vocabulary Test

page 2

25. having three angles, sides or corners:	tributary	tribunal	trepidation	triangle
26. on a car to prevent shock:	bumper	bumpkin	bumptious	bullion
27. to gain possession of:	obviate	obsidian	obtainable	obviously
28. a row of shrubs or trees:	hedaz	hedgerow	heddle	hedgehog
29. a disease:	jasper	jaunty	jejune	jaundice
30. an animal, the American cougar:	pantheon	pantomine	panther	papacy
31. a gully or deep ditch:	raven	ravine	ravel	realty
32. a colorless wax:	parapet	paragon	paraffin	pariah
33. an official in a church:	sextant	sextet	sextette	sexton
34. a water rat:	musketry	musket	musketeer	muskrat
35. to bother greatly:	petrol	pester	petitie	pestle
36. having sympathy for:	pitiless	pittance	pithy	piteous
37. to sweat:	perspective	perspicacious	persuasion	perspiration
38. very particular or careful:	prig	primal	prim	pries
39. a rope fastening an animal but permitting it to eat:	tertian	testator	tetanus	tether
40. to stop:	throstle	throttle	thresher	thrum

6th Grade
Vocabulary Test

Name _____ School _____ Score _____

Directions:

There are four words after each definition. Draw a line under the word you think best for the definition. Do not hurry, you are not being timed.

- | | | | | |
|---|-----------|-----------|-----------|-----------|
| 1. a playful movement: | anther | anti | anthrax | antics |
| 2. a body of troops: | brigand | brisket | brigade | bristle |
| 3. a winch used on ships for hoisting: | windrow | windlass | windward | windfall |
| 4. to upset or overturn: | capsule | caption | capsize | captious |
| 5. green as fresh grass: | verbose | verdant | verdure | vermeil |
| 6. the act of stretching: | tetanus | tertian | tension | terret |
| 7. the act of numbering: | censer | censor | censure | census |
| 8. a hollow recess in a wall: | nicety | niche | nil | niter |
| 9. laughable or comical: | lucre | ludicrous | luminous | lucrative |
| 10. cattle, or cows: | kindle | kilt | kilter | kine |
| 11. a small task or odd job: | chord | choir | chore | chortle |
| 12. a heavy velvetlike cloth with raised
lines: | cordon | coreopsis | coracle | corduroy |
| 13. a violent blast: | gusty | gusset | gusto | gyrate |
| 14. a figure that has six angles and
six sides: | hexameter | hew | heterdox | hexagon |
| 15. a small globe-shaped particle: | globule | glucose | goblet | goblin |
| 16. facts and information: | dato | data | dawt | datura |
| 17. a number of sleeping rooms: | dotterel | dominion | dormitory | dorsal |
| 18. to present or tell: | dramatize | dragoon | drachma | dromedary |
| 19. the rounded lump formed by the end
of two bones: | kertle | kiosk | knuckle | kismet |
| 20. an important food fish: | macron | machete | macadam | mackerel |
| 21. a long stout glove: | gargoyle | garland | gannet | gauntlet |
| 22. a rim, used to make something stronger: | flank | flange | flame | flake |

Name _____ School _____ Score _____

Directions:

Write the word under the definition. Do not hurry, you are not being timed.

1. a playful movement: antler antler antler
2. a body of troops: brigade brigade brigade
3. a wheel used on ships for hoisting: windrow windrow windrow
4. to upset or overturn: capsule capsule capsule
5. green as fresh grass: verdant verdant verdant
6. the act of sketching: tertian tertian tertian
7. the act of numbering: census census census
8. a hollow recess in a wall: niche niche niche
9. laughable or comical: ludicrous ludicrous ludicrous
10. cattle, on rows: kilt kilt kilt
11. a small task or odd job: chore chore chore
12. a heavy velvetlike cloth with raised lines: corded corded corded
13. a violent blast: gusty gusty gusty
14. a figure that has six angles and six sides: hexagonal hexagonal hexagonal
15. a small globe-shaped particle: globule globule globule
16. facts and information: datum datum datum
17. a number of sleeping rooms: dormitory dormitory dormitory
18. to present or tell: dramatic dramatic dramatic
19. the rounded bump formed by the end of two bones: knuckle knuckle knuckle
20. an important food fish: mackerel mackerel mackerel
21. a long stout glove: gauntlet gauntlet gauntlet
22. a rim, used to make something stronger: flange flange flange

6th Grade
Vocabulary Test

page 2

23. to sail over:	nebulous	nautilus	nauseate	navigate
24. to raise in dignity:	exaltation	exactitude	evolution	exasperate
25. lack of agreement:	discordant	discourage	discredit	discompose
26. a form of jesting:	puma	pule	pun	puny
27. a fortress:	cirrus	cistern	citation	citadel
28. a group of four singers:	quartz	quarto	quartet	quasi
29. a guard:	sentry	sepal	sequin	septic
30. an edible shellfish:	cockle	coddle	cohere	coeval
31. a quantity of yarn:	skew	skim	skein	skiff
32. a sharp, shrill cry:	squeak	squall	squeal	squab
33. a trifling piece of finery:	bauxite	batiste	bauble	batten
34. a large animal cooked whole:	barberry	baritone	barbecue	barnacle
35. to choke:	throttle	thrastle	throe	thrall
36. a flexible twig:	wicket	wicker	wicked	wight
37. part of an egg:	yokel	yoke	yolk	yore
38. to bring out distinctly:	accession	acceptation	accentuate	accessary
39. a cheerful readiness:	alarum	alacrity	alack	alaric
40. daring or bold:	auditor	audible	audacious	aurevior

BOSTON UNIVERSITY



1 1719 02551 5067



RESS BINDER

25057 EMB.

MADE BY

PRODUCTS, INC.

IND CITY, N. Y., U. S. A.
